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ABSTRACT

When remedying deficiencies disclosed by national educational reform commissions, school districts must be as concerned with quality as with quantity. In response to a demand by 17 school districts to study their schools' effectiveness, Emporia State University's College of Education (Kansas) has developed an assessment model and initiated a project to (1) collect school level data on variables related to instructional proficiency, parent and community involvement, and school climate; (2) provide districts with comprehensive school profiles of educational strengths and needs; (3) assist school districts in targeting goals and developing school improvement plans; and (4) guide school districts in building an ongoing self-assessment process to monitor their own improvements, goals, and effectiveness. This paper describes the Project for Determining the Quality of Schools (PDQS), developed and initiated according to the key characteristics of successful school improvement, staff development, and inservice models. Focused on the individual school, the PDQS gathers quantitative data from school records, documents, and reports and qualitative data administered to school staff, parents, and the community. These data are related to 3 broad data domains, 4 data sources, and 13 quality indicators. The three phases of PDQS are briefly described, along with expected outcomes. The PDQS provides schools with a framework within which to set priorities; outcomes tell schools what they are doing, not what they should be doing based on an ideal model. Nine figures are provided, including three extensive charts--the PDQS Quality Indicator Forms--for three measures: (1) instructional proficiency; (2) parental support; and (3) school climate. (MLH)

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Moving Toward School Improvement --

A District Model for Assessing Educational Effectiveness

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Eminent national commission reports on the nation's public schools have prompted educators to take steps to remedy factors contributing to declining achievement scores, high student dropout and truancy rates, low student, staff and community morale, weak administrative leadership, loosely aligned curriculum, and ineffective instruction. Several states have mandated changes to alleviate public school deficiencies by virtue of quality controls, i.e. adding more minutes to the school day and more days to the school year, increasing the number of students enrolled in courses, assigning more homework and writing assignments, and limiting the number of student extra curricular activities. Likewise, there have been state efforts to develop assessment programs to collect and analyze student data on achievement, attendance, discipline, and course enrollments in order to determine if quantity controls are making positive impacts. Research and quantity control programs are showing educational improvements, but are also indicating that "quality" is as important as "quantity."

In response to a demand by seventeen school districts to study the educational effectiveness of their schools, Emporia State University's College of Education has developed an assessment model and initiated a project to:

-- collect qualitative and quantitative school level data on variables related to instructional proficiency, parents and the community, and school climate,
-- provide districts with comprehensive school profiles of educational strengths and needs,
-- assist school districts in targeting goals and developing school improvement plans to meet their target goals, and
-- guide school districts in building an on-going self-assessment process to continually monitor their own improvements, goals, and effectiveness.

The Project for Determining the Quality of Schools, PDQS, was

developed and initiated according to the key characteristics of successful school improvement, staff development, and inservice models. The PDQS focuses on the individual school in gathering quantitative data from school records, documents, and reports, and qualitative data from surveys administered to school staffs, parents, students, and the community. The quantative and qualitative data are related to three broad data domains, four data sources, and thirteen quality indicators. School and district administrators, curriculum directors, teachers, school board members, and parents have taken leadership and responsibility for the Project from its inception.

Phase I of the PDQS involved disseminating information on cost, participant responsibilities, outcomes, and schedules to school staffs, administrators, and school board members in districts committed to the Project. During Phase II a steering committee of district representatives created a list of relevant quality indicators and assisted in developing assessment instruments to retrieve data on each indicator. Data retrieval and data analysis are Phase III, as well as assisting school districts with data interpretation, the establishment of school goals, and the implementation of school improvement plans. Phase IV is the evaluation of the PDQS and possible revisions before further dissemination to additional districts.

The expected outcomes of the PDQS are based on the assumption that the more administrators, school boards, staff, and students know about their schools and their schools' performance, the better able such people are to make decisions about <u>how</u> to make improvements and what specifically needs to be improved. The PDQS provides schools and districts with a framework to decide how and where to set priorities in

the use of human and fiscal resources to make improvements. The outcomes of the PDQS are not intended to tell schools what they should be doing, but rather indicate to schools what they are doing. Individual schools will not be compared with any model of an ideal school or compared with other schools participating in the PDQS. Each school will be provided with efficiently tabulated and meaningfully profiled data to assist in determining the school's present capabilities and needed areas of improvement in order to better serve students, the community, and the school itself.

Figure 1

Representatives on the PDQS Steering Committee

School Board	2
High School Administration	8
High School Staff	4
Central Office	4
Total	18

Figure 2

Project for Determining the Quality of Schools

PDQS

Schedule of Activities

Phase I.

Commitment	°Commitment to the PDQS will be made by a majority of FHERDA superintendents and their staffs, principals, school boards and comminities.
	°Details involving cost, involvment, responsibilities, outcomes, and a project timeline will be finalized.
Information Dissemination	°Information about the PDQS will be shared with FHERDA secondary school staff members, principals, school boards and communities.

Phase II.

Instrument Development	°A list of quality school indicators will be generated, and operationally defined.
	°Assessment instruments will be developed, utilizing skills of FHERDA superintendents, secondary level staff members, and principals, as well as ESU staff. The instruments will piloted to establish validity and reliability in measuring secondary school performance variables.
	°Quality school indicators may focus on all or any of the following variables: student study skills, discipline, vandalism, homework, school climate, student academic engaged time, instructional time, grade point averages, achievement in specific content areas, course and school enrollments, and expectations of students, staffs, parents, and school boards.

Phase III.

Data Retrieval

°Data sources presently available and new data sources will be identified and utilized in collecting quantitative and qualitative data related to school performance. Data retrieval will be conducted by both Emporia State University staff and designated administrators in each of the participating school districts.

-All collected data will be strictly confidential and coded as school data.

Data Analysis

°ESU staff will analyze data and compile school profiles for each participating secondary school.

°Data and school profiles will be shared with each school. Comparative analysis of cross school data will be presented, however, specific schools will not be identified.

Data Interpretation, Establishment of School Goals, and School Improvement Plans

°ESU staff will assist participating school superintendents, staffs, principals, and school boards with interpreting collected data and corresponding school profiles.

°ESU staff will work with administrators in the respective unified school districts to identify and establish goals based on information from their school profiles. Also, ESU will assist in developing school improvement plans to meet these goals.

Phase IV.

Follow-Up

°FHERDA and ESU will issue a report on the effectiveness of the PDQS, to include school profiles, goals, and the school improvement plans developed in secondary schools. The report will be shared with the State Department of Education.

°Based upon evaluation of the first year of the project FHERDA and ESU will consider expanding the PDQS to include other secondary schools. Also, the development of an assessment model for the middle school or grade 6-9 will be considered.

°Information dissemination, commitment, and initiation to the PDQS for new participating schools will occur during the summer of 1986.

Figure 3

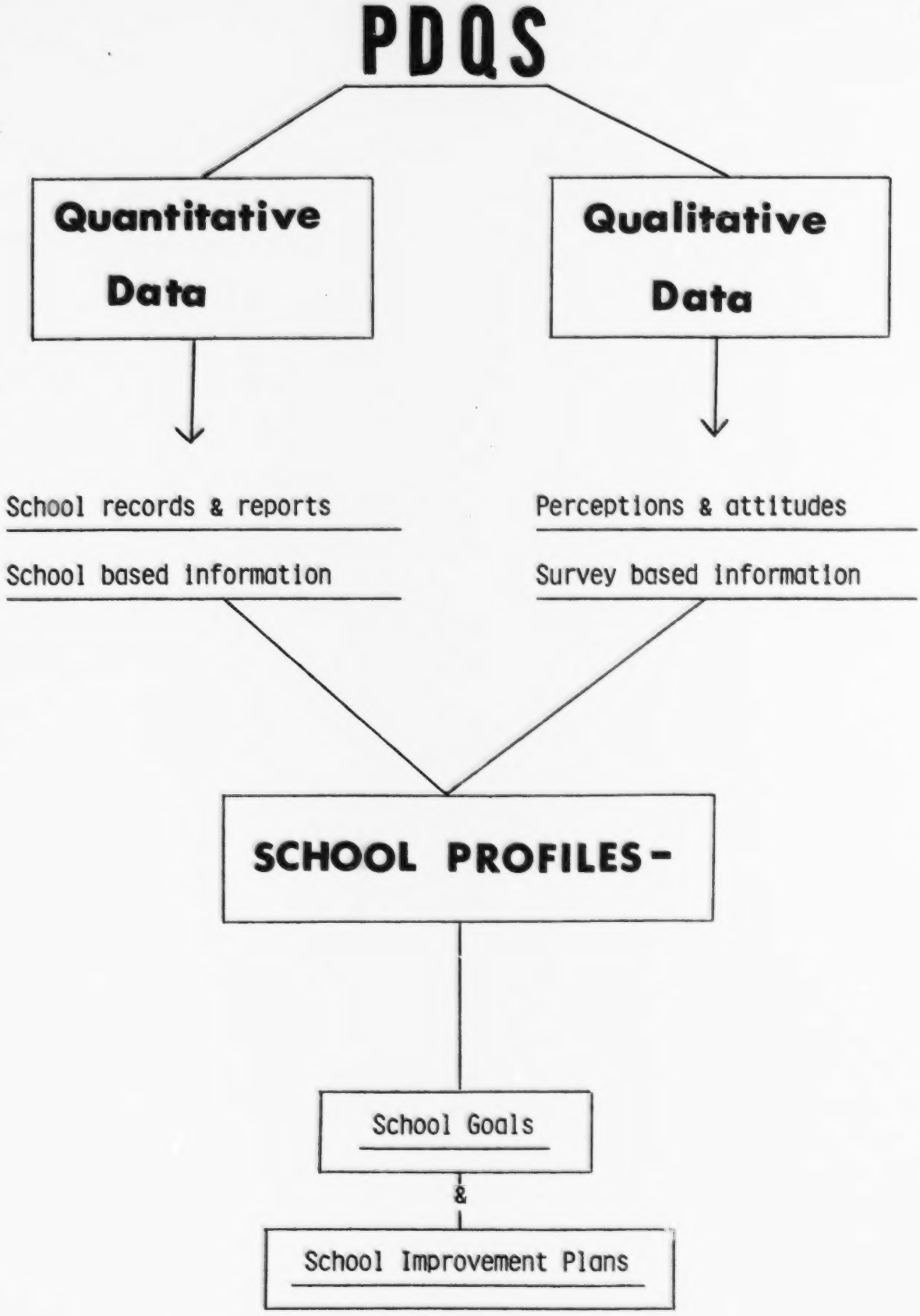
PDQS
Quantitative Data
Qualitative Data
School records & reports
School based information
Perceptions & attitudes
Survey based information
SCHOOL PROFILES -
School Goals
&
School Improvement Plans

Figure 4

Project for Determining the Quality of Schools
PDQS

Data Domains

Data Sources	INSTRUCTIONAL PROFICIENCY		PARENTAL SUPPORT	SCHOOL CLIMATE
	Standard	Optional		
Students	*Achievement *Homework	*District Achievement Measurement		*Discipline *School Environment *Student Absenteeism *Student Employment
Parents	*Homework		*Communications *Expectations	*Discipline *School Environment *Student Absenteeism
Staff	*Homework *Writing Assignments			*Discipline *School Environment *Student Absenteeism
School	*Homework *Course Enrolments *Graduation Requirements			*Discipline *Building/District Goals *Staff Absenteeism *Student Absenteeism *School Environment

Figure 5

Project for Determining the Quality of Schools
PDQS Operational Definitions

A Unit of Credit - The integer earned for satisfactory completion of any approved secondary subject taught for a minimum of 40 minutes daily, five periods a week for 36 weeks, or 120 clock hours.

Achievement - A measure of a secondary student's academic accomplishment.

Building/District Goals - Statements that reflect the values, beliefs, aims, and objectives of the individual secondary school and/or district.

Communication - The dissemination of information, exchange of opinions, and/or ideas.

Course Enrollments - The registered number of secondary students in instructional periods related to specific content areas.

Curriculum - The course of studies offered by a secondary school.

Discipline - The system of rules within the district and/or secondary school which governs the conduct of students.

District/School Records - Written documents of district/school information or proceedings.

Expectations - Attitudes, feelings and perceptions of parents concerning secondary school issues.

Extracurricular Activity - Secondary school activities outside or in addition to the secondary school curriculum.

Fine Arts - Music, art, drama, and speech courses in a secondary school.

High School Administrator - The individual responsible for the administrative and supervisory duties for a secondary school.

High School Graduation Requirements - The satisfactory completion of required secondary course work for granting a high school diploma.

Instructional Proficiency -The degree of student attained skills as measured by various academic indicators.

Kansas Minimum Competency Test - An educational examination based upon identification and specification of minimum skills an individual should possess in order to function and survive in society.

Long-Term Suspension - An exclusion from regular academic and extracurricular activites imposed upon a secondary student for a term exceeding five (5) days, but not to extend beyond the current school semester.

Math Course - Math classes instructed by certified secondary math teachers within the math department.

PDQS Operational Definitions (continued)

Parent - Individual who has legal custody of a child or is liable by law to maintain, care for, or support the child.

Practical Arts - Business, home economics, industrial, and vocational education courses in a secondary school.

Policy - The guide or method of action followed in determining decisions regarding a particular topic or area.

Post-Secondary Institutions -Schools of higher education, specifically four (4) year public/private universities/colleges, two (2) year junior colleges, and vocational/trade schools.

Quality Indicators - Quantitative and qualitativ measures used to assess the educational progress of a secondary school.

Random Sample - A selection of persons from the total population, selected in such a manner that every member has an equal chance of inclusion.

School Climate - Prevailing conditions in the secondary school/district.

School Environment -Factors that relate to the overall attitudes, perceptions, conditions, management, and maintenance of a secondary school.

Short-Term Suspension - An exclusion from regular academic and extracurricular activities imposed upon a secondary student for a term not exceeding five (5) school days.

Staff - All certified educators within a secondary school who have responsibilities for teaching and/or delivery of school related services to secondary students.

Staff Absenteeism - The amount of time a secondary staff member is not present in school due to professional leave, personal leave, illness, or extracurricular student supervision.

Student - An individual enrolled in a secondary school.

Student Absenteeism - The amount of time a secondary student is not present in a secondary school.

Student Employment - A secondary student who engages in work outside the school day.

Survey -An inquiry instrument designed to elicit data from staff, parents, and students.

Unexcused Absence/Tardy - The unjustified non-attendance or late arrival by a student for a scheduled secondary school day or class.

Writing Assignment - A literary composition required of a student within a secondary school.

Figure 6

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

Instructional Proficiency

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Achievement	Graduates of '85 enrolled in post-secondary institutions	GPA of freshmen, first semester	Project Director		*What is the academic performance of graduates? *What percentage of graduates attend post-secondary institutions?
	Graduates, May '85	ACT Scores PSAT Scores	Project Director	Second semester	*What are the average student standard scores for each of the achievement indicators?
	Graduates, May '85, grade 11	Kansas Minimum Competency Test scores	Project Director	Second semester	*What percentage of students tested met or exceeded the minimum standards of competency in reading and mathematics?
	Optional	One achievement measure unique to district	Project Director	As scores become available	*To be determined by district.

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

Instructional Proficiency

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Course Enrollments	Graduates, '85 enrolled in post-secondary institutions	High school records	High school office staff	Second semester	*What percentage of graduates completed: -1 unit of math? -2 units of math? -3 units of math? -4 or more units of math? *What percentage of graduates completed: -1 unit of science? -2 units of science? -3 units of science? -4 or more units of science? *What percentage of graduates completed: -1-4 units of Spanish? -1-4 units of French? -1-4 units of German? *What percentage of graduates completed: -.5 unit of computer science? -1 unit of computer science? -more than one unit of computer science? *What percentage of graduates completed: -1 unit of chemistry? -1 unit of physics? *What percentage of graduates completed: -1 unit of fine arts? -more than one unit of fine arts? -1 unit of practical arts? -more than one unit of practical arts?

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

Instructional Proficiency

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Course Enrollments (Cont.)	Graduates, '85 not enrolled in post-secondary institutions	High school recores	High school office staff	Second semester	*What percentage of graduates completed: -1 unit of math? -2 units of math? -3 units of math? -4 or more units of math? *What percentage of graduates completed: -1 unit of science? -2 units of science? -3 units of science? -4 or more units of science? *What percentage of graduates completed: -1-4 units of Spanish? -1-4 units of French? -1-4 units of German? *What percentage of graudates completed: -.5 unit of computer science? -1 unit of computer science? -more than one unit of computer science? *What percentage of graduates completed: -1 unit of chemistry? -1 unit of physics? *What percentage of graduates completed: -1 unit of fine arts? -more than one unit of fine arts? -1 unit of practical arts? -more than one unit of practical arts?

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

Instructional Proficiency

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Graduation Requirements	Graduates '85	Board policy on high school graduation requirements	Program Director	Second semester	*How do the graduation requirements compare with the Kansas Regents Recommendations Profile for High School Graduation Requirements?
	Graduates '85	School records	High school office staff	Second semester	*What percentage of grade 12 students did meet the Kansas Regents Recommendations Profile for High School Graduation Requirements?

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

Instructional Proficiency

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Homework	Random sample of parents, grades 10 & 12, '85-'86	Parent survey	Project Director	Second semester	*How much time do students spend daily on homework? *Is there a written homework policy? *Is the homework policy instituted? *How is the homework policy distributed to parents?
	Random sample of students, grades 10 & 12, '85-'86	Student survey	Project Director	Second semester	*How much time do students spend daily on homework? *Is there a written homework policy? *Is the homework policy instituted? *How is the homework policy distributed to students?
	High school administrators	High school and/or board policy on homework	Building administrators	Second semester	*Is there a written homework policy? *Is the homework policy instituted? *How is the homework policy distributed to parents, staff, and students?
	Staff, Grades 9-12, '85-'86	Staff survey	Project Director	Second semester	*How much time do students spend daily on homework? *Is there a written homework policy? *Is the homework policy instituted? *How is the homework policy distributed to staff?

Note: Random sample of students and parents, grades 10 and 12, will be drawn from the total population of students and parents, grades 10 and 12.

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

Instructional Proficiency

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Writing Assignments	Staff, Grades 9-12, '85-'86	Staff survey	Project Director	Second Semester	*What is the frequency of writing assignments across the school curriculum? *What is the frequency of writing assignments in each content area?

Figure 7

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

Parental Support

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Communication	Random sample of parents, grades 10 & 12, '85-'86	Parent survey	Project Director	Second semester	*What are the operating communications networks between the school and parents/community? *Do parents receive student test results? *How do parents feel about the quality of communication between the school and the community?

Note: Random sample of parents, grades 10 and 12 will be drawn from the total population of parents, grades 10 and 12.

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

Parental Support

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Expectations	Random sample of parents, grades 10 and 12, '85-'86	Parent survey	Project Director	Second semester	*Do parents perceive staff and administration as having high expectations of achievement for all students? *Do parents perceive staff and administration as displaying behaviors that communicate to all students high expectations for success? *Do parents feel that all students are expected to acquire skills and knowledge? *Do parents have positive attitudes toward the school, staff, and administration? *Do parents identify with the school? *How do parents feel in general about the expectations of the school?

Note: Random sample of parents, grades 10 and 12, will be drawn from the total population of parents, grades 10 and 12.

Figure 8

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

School Climate

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Building/District Goals	High School administrators, '85-'86	School and district records	Building administrator	Second semester	*Are there written building goals? *Are there written district goals? *How are building goals distributed to parents, staff, and students? *How are district goals distributed to parents, staff, and students?
	High schools, '85-'86	Building and district goals	Project Director	Second semester	*What percentage of building goals are related to instruction? *What percentage of building goals are related to school climate? *What percentage of district goals are related to instruction? *What percentage of district goals are related to school climate?

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

School Climate

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Discipline	Random sample of students, grades 10 & 12, '85-'86	Student survey	Project Director	Second semester	*Do students understand and support the discipline policy? *Do staff and administration consistently enforce the discipline policy?
	Random sample of parents, grades 10 & 12, '85-'86	Parent survey	Project Director	Second semester	*Do parents understand and support the discipline policy? *Do staff and administration consistently enforce the discipline policy?
	Staff, Grades 9-12, '85-'86	Staff survey	Project Director	Second semester	*Do staff understand and support the discipline policy? *Do staff and administration consistently enforce the discipline policy?
	Class data, grades 9-12, '84-'85	School records	High school office staff	First semester	*How many short-term suspensions were there? *How many long-term suspensions were there? *How many in-school suspensions were there? *How many short-term suspensions resulted from drug or alcohol problems? *How many long-term suspensions resulted from drug or alcohol problems?

Note: Random sample of students, parents, and staff, grades 10 and 12, will be drawn from the total population of students, parents, and staff, grades 10 and 12.

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
School Environment	Random sample of students, grades 10 & 12, '85-'86	Student survey	Project Director	Second semester	*Is there an academic emphasis in the school? *Does the school instill a sense of order, safety, and security? *Is the school environment conducive to learning? *Are the school and grounds in good repair and consistently maintained? *Are disruptive noises minimal in school? *How do students feel about their school?
	Random sample of parents, grades 10 & 12, '85-'86	Parent survey	Project Director	Second semester	*Is there an academic emphasis in the school? *Does the school instill a sense of order, safety, and security? *Are students and the school effectively managed? *Is the school environment conducive to teaching and learning? *Are the school and grounds in good repair and consistently maintained?
	Random sample of staff, grades 10 & 12, '85-'86	Staff survey	Project Director	Second semester	*Is there an academic emphasis in the school? *Does the school instill a sense of order, safety and security? *Are students and the school effectively managed? (continued)

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form School Climate

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
School Environment (cont.)	Random sample of staff (cont.)				*Is the school environment conducive to teaching and learning? *Are the school and grounds in good repair and consistently maintained? *How do staff feel about their participation in staff development activities?
	Students grades 9-12, '85-'86	School records	Project Director	Second semester	*How many students participate in extracurricular activities? *What percentage of students participate in athletic extracurricular activities? *What percentage of students participate in non-athletic extracurricular activities?
	High schools, '84-'85	School records	Project Director	Second semester	*How much money is spent to remedy vandalism?

Note: Random sample of students, parents, and staff, grades 10 & 12, will be drawn from the total population of students, parents, and staff, grades 10 & 12.

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

School Climate

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Staff Absenteeism	Staff, grades 9-12, '84-'85	Central Office - Personnel Records	High school office staff	Second semester	*What was the absenteeism rate for full-time certified staff? *How many days (to the nearest half-day) were staff absent for sick leave? *How many days (to the nearest half-day) were staff absent for personal leave? *How many days (to the nearest half-day) were staff absent for extracurricular activities (supervision of students out-of-school or out-of-district)? *How many days (to the nearest half-day) were staff absent for professional leave?

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

School Climate

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Student Absenteeism	Students, grades 9-12, '84-'85	School records	High school office staff	Second semester	*What percentage of students were in the school daily? *What percentage of absences were unexcused absences?
	Random sample of parents, grades 10 & 12, '85-'86	Parent survey	Project Director	Second semester	*Do the administration and staff enforce the school's absenteeism policy? *Do the administration and staff consistently follow-up on non-compliance? *Do parents understand and support the school's absenteeism policy?
	Staff, grades 9-12, '85-'86	Staff survey	Project Director	Second semester	*Do the administration and staff enforce the school's absenteeism policy? *Do the administration and staff consistently follow-up on non-compliance? *Do staff understand and support the school's absenteeism policy?
	Random sample of students, grades 10 & 12, '85-'86	Student survey	Project Director	Second semester	*Do the administration and staff enforce the school's absenteeism policy? *Do the administration and staff consistently follow-up on non-compliance? *Do students understand and suppor the school's absenteeism policy?

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Student Absenteeism continued	Students, grades 9-12, '85-'86	School records	High school office staff	Second semester	*What percentage of absences were unexcused? *What percentage of tardies were unexcused?

Note: Random sample of students, parents, and staff, grades 10 and 12, will be drawn from the total population of students, parents, and staff, grades 10 and 12.

Project for Determining the Quality of Schools
PDQS
Quality Indicators Form

School Climate

Quality Indicator	Data Sample	Data Sources	Responsibility for Data Retrieval	When to Retrieve Data	Data Questions
Student Employment	Random sample of students, grades 10 and 12, '85-'86	Student survey	Project Director	Second semester	*How many hours per week do students work? *Why do students work -- to supplement family income, to have personal income, to save for college, etc.? *What percentage of students work?

Note: Random sample of students, grades 10 and 12, will be drawn from the total population of students, grades 10 and 12.

Figure 9

FOQS DATA RETRIEVAL INFORMATION

POPULATION	SAMPLE	DATA SOURCES	
		School Records	Survey
Graduates '85	All	• ACT Scores • PSAT Scores • Graduation Requirements	
	Post-Secondary	• GPA 1st Semester • Course Enrollments	
	Non-Post Secondary	• Course Enrollments	
	Grade 11	• Kansas Minimum Competency Test	
Students	'84-'85 Grades 9-12	• Discipline	
		• Absenteeism	
	'85-'86 Grades 9-12	• Unexcused Absences and Unexcused Tardies • Extracurricular activities	
	'85-'86 Grades 10 and 12 (Random Sample)		• Student Employment • Absenteeism Policy • Discipline Policy • Homework • School Environment
Staff	Grades 9-12, '84-'85	• Absenteeism	
	Grades 9-12, '85-'86		• Homework • Writing Assignments • Discipline
	Grades 10 & 12, '85-'86 (Random Sample)		• School Environment • Absenteeism Policy
Parents	Grades 10 & 12, '85-'86 (Random Sample)		• Homework • Discipline • School Environment • Absenteeism Policy • Expectations • Communications
School	School '84-'85	• Vandalism	
	School '85-'86	• School Goals	
	Administrators '85-'86	• Homework Policy • Building/District Goals	